NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

043 Alexander Hamilton Academy

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: Alexander Hamilton Academy
Chief School Administrator:	Address: 11-27 16th Ave Paterson, NJ 07501
Chief School Administrator's E-mail:	Grade Levels: K-8
Title I Contact:	Principal: Virginia Galizia
Title I Contact E-mail:	Principal's E-mail: vgalizia@paterson.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: (973) 321-0320

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Virginia Galizia_ _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held __4_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	$21,726.00
School Based Literacy Supervisor Benefits			Benefit	$2,040.00
School Based Math Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	$21,573.00
School Based Math Supervisor Benefits			Benefit	$4,865.00
School Based Data Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	$4,002.00
School Based Data Supervisor Benefits			Benefit	$1,483.00
School Based Literacy Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	$21,726.00

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Virginia Galizia	Principal	X	X	X	
Vicky Goulis	Math Site Supervisor	X	X	X	
Vicki McKiernan	LA Teacher, 3-5	X	X	X	
Diane Rudd	Teacher, K-2	X	X	X	
Nalan Musa	Teacher, Special Education	X	X	X	
Layla Velasquez	LA Teacher, 6-8	X	X	X	
Denise Maranio	LA Teacher, 5	X	X	X	
Fatima Abdelaziz	Math Teacher, 7	X	X	X	
Kathleen Schimpf	Teacher, Physical Education	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 22, 2015	Principal's Office	Format of Plan; Responsibility of Committee members	X		X	
May 27, 2015	Principal's Office	Comprehensive Needs Assessment	X		X	
June 5, 2015	Principal's Office	Schoolwide Plan Development	X		X	
June 10, 2015	Principal's Office	Program Evaluation	X		X	

***Add rows as necessary**.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The mission of Alexander Hamilton Academy is to provide our students with rigorous academic instruction that infuses critical thinking and the social skills necessary to prepare students to be successful in life. We expect our students to work hard at achieving their own personal "best" and to use their learning to pursue higher education in their chosen career path. Our teachers act as facilitators of instruction committed to continuous improvement, who continually encourage the intellectual and social development of students through the encouragement of school-home partnerships. These partnerships are critical to the overall success of the student.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes, the school implemented the program as planned.
2. What were the strengths of the implementation process? Implementation of a reader's response writing process allowed the teachers in all content areas to support the writing curriculum and improve the students' writing skills. Academic vocabulary is beginning to align across subject areas and is strengthening the students' knowledge of expectations and fostering confidence in differing subjects. Practice in competing on-demand tasks and improving pacing were added to supplement skill mastery.
3. What implementation challenges and barriers did the school encounter? The implementation of different programs in literacy that were not aligned to each other and/or the common core caused difficulty in covering all of the necessary skills. In addition, IFL modules sometimes did not address skills and/or content knowledge necessary to master a particular subject matter. The teachers' worked hard to cover all of the required material and to foster relationships between skills and concepts the students had difficulty connecting. Uncertainty regarding the new PAARC assessment and the fluctuating impact of test scores on staff resulted in an undercurrent of anxiety throughout the year.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The program began with teachers in most subjects more familiar and comfortable with the programs and requirements for their subject area. There was an

increase in the cross-curricular communication process and an excitement that students were using concepts and vocabulary from class to class. As time progressed, the students also were increasingly aware that their learning had many applications in different subject areas. For example, students realized that their reading and writing skills could be utilized in math problem solving responses and began to approach subjects with a greater assortment of tools to increase their participation and success. Students in grades 3-5 especially saw an increase in their writer's response skills. However, in math, teachers were using the curriculum for the third year and were continuing to adjust their instruction to include the IFL program successfully. Task-based instruction was practiced and students were encouraged to use a variety of strategies to problem-solving. This approach will continue to evolve as the instructors and students' become more familiar with the concepts and reasoning associated with it. The instructors' expectations are that the students' performance will improve as the students' exposure to the instruction increases.

5. How did the school attain the necessary buy-in from all stakeholders to implement the programs? The staff participated in discussions and attended meetings and in turn facilitated the sharing of information and support for staff.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The school staff committed to implementing the plan and adjusting instruction to meet expectations. The addition of a second state assessment to the calendar was a challenge in terms of covering subject matter skills. Feedback in school meetings, including grade-level, staff, SCIP, and subject-specific conversations with the coach and lead teachers helped measure the staff's responses to the progress of the plan.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Conversations took place during group and individual meetings with parents throughout the year. Parents commented repeatedly that they were concerned about their child's performance on the PARCC impacting them in a negative manner.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Subject-specific and cross-curricular meetings occurred in the beginning of the year and continued in grade level and curriculum meetings. PLCs were geared toward assisting staff in achieving success in meeting plan requirements.
9. How did the school structure the interventions? Two interventions were given continually throughout the year. They took place during the eighth week of a unit to address specific skills. The second ongoing intervention occurred every day for at-risk students. In addition, two tutoring programs were offered. The RTI tutoring program was offered to students on I&RS placement in December, January, March and May. The PAARC after-school program was provided to students to improve testing skills and occurred in February and April.
10. How frequently did students receive instructional interventions? Targeted students received support daily for twenty minutes on a rotating basis. A one-week intervention period was given after unit benchmark assessments to students in accordance with the benchmark scoring data. The RTI program took place on Tuesday, Wednesday, and Thursday from 3:10 to 5:10 alternating one hour of Language Arts and one hour of Math for those students identified in the I&RS program. The PAARC program was held Monday through Thursday from 3:15-5:15 and also alternated one hour of Language Arts and one hour of Math.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program? Technologies that were utilized were Study Island, Success Maker, Reading Eggs, and Nitro Type.

12. Did the technology contribute to the success of the program and, if so, how? Study Island, Nitro Type and Reading Eggs continued to be used by students both in school and at home for curricular support and allowed the students to practice at their own pace. Full implementation with Successful continues to remain a challenge due to limited computers in rooms and staff shortages. Additional support from the technology instructor gave students more opportunities to practice skills.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	11		• PARCC After School Program • 40 minute daily intervention period • One week teacher intervention after benchmark assessment • RTI tutoring 2 days a week for 60 min. for at risk students	PARCC After School Program was less effective class size was large for intervention and both students and teachers were drained after a full day. Daily intervention period was cut short with the district implementation of Breakfast After the Bell Program, which began in March. Intervention was focused on Reading. Teachers used this period to integrate high interest Character education novels and teach students close reading skills. The difficulty is in that not all teachers are Reading Teachers, therefore, it was necessary to provide teachers with PD on how to teach during this period. RTI provided excellent
Grade 5	16			
Grade 6	17			
Grade 7	8			
Grade 8				

				results. Teachers worked individually with students and were able to target their difficulties. Students areas of weakness were identified and when CST was needed the proper documentation was available.
Grade 11	NA			
Grade 12	NA			

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	5		• PARCC After School Program • One week teacher intervention after benchmark assessment • RTI tutoring 2 days a week for 60 min. for at risk students	Teacher intervention week is partially effective. Small group instruction assisted struggling learners and helped them clarify mathematical processes. PARCC After School Program was less effective class size was large for intervention and both students and teachers were drained after a full day. Daily intervention period was cut short with the district implementation of Breakfast After the Bell Program, which began in March. RTI provided excellent results. Teachers worked individually with students and were able to target their difficulties. Students areas of weakness were identified and when CST was needed the proper documentation was available.
Grade 5	9			
Grade 6	1			
Grade 7	4			
Grade 8				
Grade 11	NA			
Grade 12	NA			

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Kindergarten	12%			
Grade 1	16%		CEIS Program	Students are well below proficiency levels. Growth was indicated, however, not proficiency.
Grade 2	29%		RTI Tutoring	Students are well below proficiency levels. Growth was indicated, however, not proficiency.
Grade 9	NA			
Grade 10	NA			

Mathematics	**2013 - 2014**	**2014 - 2015**	**Interventions Provided**	**Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).**
Pre-Kindergarten	NA			
Kindergarten	0%			
Grade 1	7%			
Grade 2	10%		RTI Tutoring	Students are well below proficiency levels. Growth was indicated, however, not proficiency.
Grade 9	NA			
Grade 10	NA			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Special Education Teacher provided intervention the week following benchmark	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
Math	Students with Disabilities	Special Education Teacher provided intervention the week following benchmark	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	ELL teacher provided interventions in the week following benchmark.	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
Math	ELLs	ELL teacher provided interventions in the week following benchmark.	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
ELA	Economically Disadvantaged	Classroom teachers provided intervention	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		in content areas the week following benchmark. A 40 minute intervention period was provided for every class at 8:20 .			
Math	Economically Disadvantaged	Classroom teachers provided intervention in content areas the week following benchmark. A 40 minute intervention period was provided for every class at 8:20 .	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
ELA		Classroom teachers provided intervention in content areas the week following benchmark. A 40 minute intervention period was provided for every class at 8:20	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
Math		Classroom teachers provided intervention in content areas the week following benchmark. A 40 minute intervention period was provided for every class at 8:20	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parcc After School Program. Summer Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
Math	Students with Disabilities	Parcc After School Program. Summer Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Parcc After School Program. Summer Program RTI Tutoring Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
Math	ELLs	Parcc After School Program. Summer Program RTI Tutoring Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Parcc After School Program. Summer Program RTI Tutoring Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
Math	Economically Disadvantaged	Parcc After School Program. Summer Program RTI Tutoring Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
ELA		Parcc After School Program. Summer Program RTI Tutoring Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points
Math		Parcc After School Program. Summer Program RTI Tutoring Program	Yes	STAR TESTS	50% of students increased their STAR scale score by 50 points

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PLCs available SPED collaboration Period Individual teacher PDP	Yes	STAR	All Sped teachers met their SGO
Math	Students with Disabilities	PLCs available SPED collaboration Period Individual teacher PDP	Yes	STAR	All Sped teachers met their SGO
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Curriculum Meetings Individual teacher PDP District Trainings	Yes	STAR	Ell teacher met his SGO
Math	ELLs	Curriculum Meetings Individual teacher PDP District Trainings	Yes	STAR	Ell teacher met his SGO
ELA	Economically Disadvantaged	Teacher collaboration period	Yes	STAR	70 % of students improved their STAR scale scores by 50 points.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Curriculum Meetings District Trainings PLCs available Staff development days Individual teacher PDP Edivation			
Math	Economically Disadvantaged	Teacher collaboration period Curriculum Meetings District Trainings PLCs available Staff development days Individual teacher PDP Edivation	Yes	STAR	70 % of students improved their STAR scale scores by 50 points.
ELA		Teacher collaboration period Curriculum Meetings District Trainings PLCs available Staff development days Individual teacher PDP Edivation	Yes	STAR	70 % of students improved their STAR scale scores by 50 points.
Math		Teacher collaboration period Curriculum Meetings District Trainings	Yes	STAR	70 % of students improved their STAR scale scores by 50 points.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PLCs available Staff development days Individual teacher PDP Edivation			

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	K-2 Reading Night Parent/Child Events PTO meetings Parent workshops	Yes	Sign in sheets	Number of parents in attendance
Math	Students with Disabilities		Yes	Sign in sheets	Number of parents in attendance
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	K-2 Reading Night Parent/Child Events PTO meetings	Yes	Sign in sheets	Number of parents in attendance
Math	ELLs		YEs	Sign in sheets	Number of parents in attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Parent workshops			
ELA	Economically Disadvantaged	K-2 Reading Night Parent/Child Events PTO meetings Parent workshops	Yes	Sign in sheets	Number of parents in attendance
Math	Economically Disadvantaged		Yes	Sign in sheets	Number of parents in attendance
ELA		K-2 Reading Night Parent/Child Events PTO meetings Parent workshops	Yes	Sign in sheets	Number of parents in attendance
Math			Yes	Sign in sheets	Number of parents in attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____	_____	_____
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	• **STAR Reading Scores (April, 2015)** • **Unit 1-3 Benchmark Assessments (Unit 4 not required by district; Unit 5 currently in progress)**	**STAR Reading Scores (percent at or above benchmark):** Kindergarten: 88% Grade 1: 84% Grade 2: 71% Grade 3: 56% Grade 4: 78% Grade 5: 78% Grade 6: 52% Grade 7: 51% Grade 8: 96% **Unit 1 Benchmark (percent at or above proficient):** Kindergarten: 86% Grade 1: 93% Grade 2: 75% Grade 3: 36% Grade 4: 65% Grade 5: 41% Grade 6: 69% Grade 7: 64%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 8: 77% **Unit 2 Benchmark (percent at or above proficient):** Kindergarten: 91% Grade 1: 88% Grade 2: 84% Grade 3: 40% Grade 4: 73% Grade 5: 69% Grade 6: 74% Grade 7: 62% Grade 8: 82% **Unit 3 Benchmark (percent at or above proficient):** Kindergarten: 89% Grade 1: 96% Grade 2: 39% Grade 3: 51% Grade 4: 69% Grade 5: 71% Grade 6: 58% Grade 7: 43% Grade 8: 48% **Unit 5 Benchmark (percent at or above proficient):** Kindergarten: 89% Grade 1: 96% Grade 2: 65% Grade 3: 24% Grade 4: 85%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 5: 83% Grade 6: 46% Grade 7: 65% Grade 8: 72%
Academic Achievement - Writing		
Academic Achievement - Mathematics	• **STAR Math Scores (April, 2015)** • **Unit 1-3 Benchmark Assessments (Unit 4 not required by district; Unit 5 currently in progress)**	**STAR Math Scores (percent at or above benchmark):** Grade 1: 93% Grade 2: 90% Grade 3: 83% Grade 4: 91% Grade 5: 94% Grade 6: 82% Grade 7: 82% Grade 8: 93% **Unit 1 Benchmark (percent at or above proficient):** Kindergarten: 91% Grade 1: 74% Grade 2: 98% Grade 3: 49% Grade 4: 56% Grade 5: 56% Grade 6: 51% Grade 7: 11% Grade 8: 30% **Unit 2 Benchmark (percent at or above proficient):** Kindergarten: 94%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 1: 95% Grade 2: 90% Grade 3: 44% Grade 4: 31% Grade 5: 41% Grade 6: 76% Grade 7: 15% Grade 8: 44% **Unit 3 Benchmark (percent at or above proficient):** Kindergarten: 91% Grade 1: 100% Grade 2: 69% Grade 3: 64% Grade 4: 74% Grade 5: 48% Grade 6: 89% Grade 7: 27% Grade 8: 75% **Unit 5 Benchmark (percent at or above proficient):** Kindergarten: 89% Grade 1: 98% Grade 2: 85% Grade 3: 57% Grade 4: 69% Grade 5: 73% Grade 6: 97% Grade 7: 31%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 8: 88%
Family and Community Engagement	• PTO Meetings • Fashion Show • Field Day • Art Gallery • Test Prep Workshop • Nutrition Workshop • Back to School Night • Report Card Nights • HIB Workshop	• Sign in sheets show approximately 5-8 % of parents attend regular PTO meetings. • Approximately 60% of report cards are picked up by parents on report card nights. • Parent student events always have a good attendance rate.
Professional Development	• Curriculum Meetings • Grade Level Common Planning • Staff Meetings • Professional development days • District professional development • Supervisor Coaching	• Held regularly with agendas on file in the main office • Agendas include a signature sheet • Teachers' feedback has been positive as communicated through the SCip team.
Leadership	• Mentorship Groups • Teacher led PLCs • Teacher led school events	• Agendas on file
School Climate and Culture	• School Safety Committee Meetings	• Agendas on file
School-Based Youth Services		
Students with Disabilities	• **STAR Reading Scores (April, 2015)** • **Unit 1-3 ELA Benchmark**	**STAR Reading Scores (percent at or above benchmark):** Kindergarten: 100% Grade 1: 100%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Assessments (Unit 4 not required by district; Unit 5 currently in progress) • **STAR Math Scores (April, 2015)** • **Unit 1-3 Math Benchmark Assessments (Unit 4 not required by district; Unit 5 currently in progress)**	Grade 2: 0% Grade 3: 64% Grade 4: 57% Grade 5: 71% Grade 6: 38% Grade 7: 14% Grade 8: 71% **Unit 1 ELA Benchmark (percent at or above proficient):** Kindergarten: 83% Grade 1: 50% Grade 2: 25% Grade 3: 14% Grade 4: 43% Grade 5: 43% Grade 6: 50% Grade 7: 14% Grade 8: 29% **Unit 2 ELA Benchmark (percent at or above proficient):** Kindergarten: 83% Grade 1: 50% Grade 2: 50% Grade 3: 7% Grade 4: 14% Grade 5: 29% Grade 6: 40% Grade 7: 43% Grade 8: 43%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Unit 3 ELA Benchmark (percent at or above proficient): Kindergarten: 83% Grade 1: 75% Grade 2: 0% Grade 3: 36% Grade 4: 29% Grade 5: 57% Grade 6: 60% Grade 7: 43% Grade 8: 0% **Unit 5 ELA Benchmark (percent at or above proficient):** Kindergarten: 50% Grade 1: 100% Grade 2: 0% Grade 3: 7% Grade 4: 29% Grade 5: 57% Grade 6: 100% Grade 7: 0% Grade 8: 57% **STAR Mathematics Scores (percent at or above benchmark):** Grade 1: 100% Grade 2: 50% Grade 3: 86% Grade 4: 86% Grade 5: 71% Grade 6: 75%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 7: 60% Grade 8: 83% **Unit 1 Math Benchmark (percent at or above proficient):** Kindergarten: 83% Grade 1: 50% Grade 2: 75% Grade 3: 14% Grade 4: 0% Grade 5: 0% Grade 6: 10% Grade 7: 0% Grade 8: 0% **Unit 2 Math Benchmark (percent at or above proficient):** Kindergarten: 83% Grade 1: 75% Grade 2: 75% Grade 3: 14% Grade 4: 14% Grade 5: 14% Grade 6: 40% Grade 7: 0% Grade 8: 29% **Unit 3 Math Benchmark (percent at or above proficient):** Kindergarten: 83% Grade 1: 100% Grade 2: 25%

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 3: 14% Grade 4: 83% Grade 5: 57% Grade 6: 80% Grade 7: 0% Grade 8: 0% **Unit 5 Math Benchmark (percent at or above proficient)** Kindergarten: 75% Grade 1: 100% Grade 2: 100% Grade 3: 14% Grade 4: 86% Grade 5 : 86% Grade 6: 100% Grade 7: 0% Grade 8: 71%
Homeless Students		
Migrant Students		
English Language Learners	• **Unit 1-3 ELA Benchmark Assessments (Unit 4 not required by district; Unit 5 currently in progress)** • **Unit 1-3 Math Benchmark Assessments (Unit 4 not required by district; Unit 5 currently in progress)**	**Unit 1 ELA Benchmark (percent at or above proficient):** Kindergarten: 73% Grade 1: 80% Grade 2: 50% Grade 3: 20% Grade 4: 50% Grade 5: NA Grade 6: NA

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 7: NA Grade 8: NA **Unit 2 ELA Benchmark (percent at or above proficient):** Kindergarten: 64% Grade 1: 60% Grade 2: 100% Grade 3: 80% Grade 4: 50% Grade 5: NA Grade 6: NA Grade 7: NA Grade 8: NA **Unit 3 ELA Benchmark (percent at or above proficient):** Kindergarten: 64% Grade 1: 100% Grade 2: 0% Grade 3: 60% Grade 4: 50% Grade 5: NA Grade 6: NA Grade 7: NA Grade 8: NA **Unit 1 Math Benchmark (percent at or above proficient):** Kindergarten: 82% Grade 1: 40% Grade 2: 100%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 3: 60% Grade 4: 75% Grade 5: NA Grade 6: NA Grade 7: NA Grade 8: NA **Unit 2 Math Benchmark (percent at or above proficient):** Kindergarten: 73% Grade 1: 100% Grade 2: 100% Grade 3: 20% Grade 4: 50% Grade 5: NA Grade 6: NA Grade 7: NA Grade 8: NA **Unit 3 Math Benchmark (percent at or above proficient):** Kindergarten: 73% Grade 1: 100% Grade 2: 100% Grade 3: 60% Grade 4: 100% Grade 5: NA Grade 6: NA Grade 7: NA Grade 8: NA

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Economically Disadvantaged	No students are tagged as economically disadvantaged in Infinite Campus or Performance Matters or Renaissance.	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

- Planning Meeting, Review and organize data, summary of needs assessment, discussions and sharing of ideas, review scientific based research, identify problems and develop programs, review results.
- Committee met together to review data and analyze results. School Climate surveys were conducted and results will be reviewed in committee. Attendance records were reviewed, Suspension records, PARCC Assessments were performed for the first year, STAR Assessments, Dibels, DRA, were all analyzed as we conducted our needs assessment.

2. What process did the school use to collect and compile data for student subgroups?

    - Performance Matter Filters were used to gather and collect data on specific sub groups.
    - Renaissance Filters

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

- The conditions of assessment given were consistent

- Benchmark assessments were graded by a grading team to illuminate teacher bias in grading.
- Our teams took into account all of the complexities that occur when evaluating data and developed a plan for triangulated data collection. We considered Parent Surveys, Student Surveys, Teacher, Surveys, and Student Performance on formative and summative assessments, attendance statistics and suspension rates.
- Data collection methods are statistically sound in that they are valid due to their direct alignment to CCS by NJDOE. All teachers utilized the same assessment which was NJASK, and PARCC (which was conducted for the first time this year) which sets out to measure progress on CCS. STARS assessments meet valid and reliable frameworks and measure against national percentiles.

4. What did the data analysis reveal regarding classroom instruction?
    - The data reveals that individual teachers can have a powerful effect on student achievement and performance. The most important factor affecting student learning is the teacher. Therefore, more can be done to improve classroom instruction by improving the effectiveness of teachers. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classrooms.
    - Classroom instruction that includes the following areas exhibit a positive effect on achievement.
        - Student-centered instruction, teaching of critical thinking skills, use of “hands on” or “game-like” activities
        - Classroom instruction that includes a perception that teachers’ care about their students yields more successful students. Teachers’ attitudes and actions are keys in students’ academic progress.
    - Students’ academic success is highly dependent upon the qualifications and skills of their teacher and their ability to provide quality instruction as described above.

- Classroom instruction needs to be engaging with all students actively participating in the lessons. A multi-sensory approach that focuses on student's strengths would benefit all students.
- Teachers need to recognize the need for high expectations and effective questioning and answering in classroom instruction and be sure to implement them in their classroom activity planning and delivery.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

- Job imbedded professional development occurred once every 6 days vertically with the teachers of the same subject. Horizontal collaboration was scheduled this year which provided teachers with the opportunity to review data on a grade level and target individual students and teacher practices as warranted.
- Despite a variety of quality PD veteran teachers are resistant to changing the way they teach. Teachers are encouraged to adopt models for instruction that are student centered, and engaging. Also teacher are invited at every opportunity to embark upon the challenge of researching materials that best meet the needs of the skills taught, and the students serviced.
- A new method of PD was implemented this year which provided teachers with autonomy in regard to their learning. Teachers were provided time to choose an area they felt would be beneficial for them. Teachers formed teams based on their area of interest and PD was self-directed. This proved to be extremely successful. Teachers felt responsible for the learning and that the learning was relevant to them and their needs.
- Teachers who attend PD conferences were eager and excited to turnkey the information they learned.

6. How does the school identify educationally at-risk students in a timely manner?

- Teacher referral based on in class performance by the student.
- Fall assessments (STAR)
- Conferences with parents, student and teacher.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

7. How does the school provide effective interventions to educationally at-risk students?
    - Teachers provide in class intervention groups as needed based on the use of assessment to drive instruction.
    - Teachers provide students with a peer tutor
    - Conference with parents to provide materials and strategies to work on at home.
    - Referral to I & RS as needed
    - Daily intervention period provided
    - RTI after school program
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
    - Teachers meet in grade level meetings/ data collaboration groups as well as content area vertical groups where they analyze student performance data, pacing guides, CCS, and District Curriculum and synthesize results looking for ways to improve the school's instructional program.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?
    - Kindergarten Teachers meet with pre K teachers to discuss transition of kindergarten students.
    - High School Teachers come to meet with the 8th grade students in regard to High school

- We hold a Kindergarten Orientation evening in May for students and parents to transition from Pre K to kindergarten.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

- Through the Needs Assessment process and analysis of school data
- Input from teachers at grade level meetings and data collaboration team meetings

- Analysis of data
    - 2015 Spring PARCC scores when available
    - Renaissance STAR Assessments
    - DRA Scores
    - Attendance Records
    - Staffing

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Reading	Mathematics
Describe the priority problem using at least two data sources	Students are not performing well in regarding to reading and writing in response to complex text. STAR assessments indicate an overall proficiency rate of 56% in grade 3, 78% in grade 4, 70% in grade 5, 52% in grade 6, 51% in grade 7, 96% in grade 8 and Unit 5 Benchmarks indicate passing percentages as grade 3 45%, grade 4 85%, grade 5 83%, grade 6 46 % grade 7 65%, grade 8 72% . NJASK in Language Arts grade 3 63%, grade 4 61%, grade 5 66%, grade 6 50% grade 7 74%, grade 8 65% all show a need for improvement in this area .	Students are not performing well in regarding to math applications. End of year STAR assessments indicate an overall proficiency rate of 83% in Grade 3, 80% in Grade 4, 84% in grade 5, 72% in Grade 6, 71% in Grade 7, and 88% in Grade 8. Unit 5 Benchmarks indicate passing percentages as Grade 3 57%, Grade 4 – 69%, Grade 5 – 73%, Grade 6 – 95%, Grade 7 – 31%, Grade 8 – 82%. NJASK in Math Grade 3- 91%, Grade 4 – 75%, Grade 5 – 87%, Grade 6 – 91%, Grade 7 – 53%, Grade 8 – 63% .
Describe the root causes of the problem	Students cannot read on grade level, they lack fluency skills, limited vocabulary, the ability to comprehend complex text, lack of equal exposure to all genres of texts. Students are encountering difficulty on tasks requiring higher order thinking and cognitive reasoning.	Students are not achieving a level of mastery with foundational math concepts and lack the ability to analyze and synthesize in math.
Subgroups or populations addressed	SWD ELA Unit 5 Benchmark – Grade 3- 7%, Grade 4- 29%, Grade 5-57%, Grade 6 – 46%, Grade 7-0%, Grade 8 - 57%	SWD Math Unit 5 Benchmark – Grade 3 – 14%, Grade 4- 89%, Grade 5 – 86%, Grade 6 – 50%, Grade 7 – 0%, Grade 8 – 71%
Related content area missed (i.e., ELA, Mathematics)	Reading - Writing	Math
Name of scientifically research based intervention to address priority problems	**Interactive Read Aloud (Grades K – 5) –** Teacher reads aloud to students, she invites them to make comments, extend the ideas of their peers, and ask and respond to questions. The teacher helps children build deeper meaning. Integrate regular read aloud to students.)Hoyt, 2007; Laminack and Wadsworth, 2006; Whitehurst, et	**Develop automaticity with Math Facts** – Use minute math daily in classroom instruction in a competitive way to gain automaticity of math facts and use brain research to add competiveness component. Fluency-based measures are useful in developing automatic recall as well as in monitoring the progress of individual children. With these measures,

	al., 1988; Prcell-Gates, McIntyre & Frepppon, 1995) **Increase Academic Vocabulary (Gr. 1 – 8)** – Provide explicit and direct instruction of academic vocabulary. Words are taught systematically and in depth. Also provide instruction in how words are used in their natural context. We will provide multiple and varied encounters with words. Research studies have established that even though children learn many words incidentally, they also need and profit from the direct teaching of vocabulary (Curtis, 1987; Petty, Herold, and Stoll, 1968). "It is important that teachers provide explicit and direct vocabulary instruction for all students" (Vacca et al, 2003, p. 308). **Implement Close Reading(Gr. 3 – 8)** – Enable students to deeply engage with challenging and high quality text through close reading. Students will be able to read increasingly complex text independently, relying only on what the author provides in the text to support their comprehension and evaluation of the text. This will be accomplished by: 1) Select challenging and appropriate text (2) Analyze the text's content and language ahead of time (3) Anticipate potential challenges the text may present for certain students (e.g., English Learners, students reading far above or below grade level) (4) Write text-dependent questions that engage students in interpretive tasks (5) Lead rich and rigorous conversations (through the use of text-dependent questions) that keep students engaged with the text's deeper meaning (6) Ensure reading activities stay closely connected to the text A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds	children are given a set of 30-50 written facts that they must solve within a particular time interval. Use games that incorporate the use of facts---such as card games, board games, or computer games to gain automaticity of math facts. When facts have been well practiced, they are "remembered" quickly and automatically—which frees up other mental processes to use the facts in more complex problems (Ashcraft, 1992; Campbell, 1987b; Logan, 1991a). **Use a problem solving approach to Math instruction -** Assist students in monitoring and reflecting on the problem solving process. • Provide students with a list of prompts to help them monitor and reflect during the problem solving process. • Model how to monitor and reflect on the problem solving process. • Use students' thinking about a problem to develop students' ability to monitor and reflect. Teach students how to use visual representations • Select visual representations that are appropriate for students and the problems they are solving. • Use think-alouds and discussions to teach students how to represent problems visually. Expose students to multiple problem-solving strategies. • Provide instruction in multiple strategies • Provide opportunities for students to compare multiple strategies in worked examples • Ask students to generate and share multiple strategies for solving a problem. Help students' recognize and articulate mathematical concepts and notation • Describer relevant mathematical concepts and notations, and relate them to the problem solving activity.

	close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7) **Implement a Writing Process -** Teach a clear process in which to develop student writing. Implement Writers' Workshop in Grades K – 5. **Implement a Reader's Notebook -** Ask students to specifically write about texts they read, requiring students to draw upon their knowledge and experience, organize and integrate ideas, and think deeper about ideas.	• Ask students to explain each step used to solve a problem in a worked example. • Help students' make sense of algebraic notation. What works clearinghouse *"Improving Mathematical Problem Solving in Grades 4 – 8 "* may 2002 NCEE 2012-4055 US DEPT of EDUCATION **Peer Assisted Learning Strategies -working in pairs to help one another learn** material or practice an academic task. Peer tutoring works best when students of different ability levels work together (Kunsch, Jitendra, & Sood, 2007). During a peer tutoring assignment, it is common for the teacher to have students switch roles partway through, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one's own learning, this practice gives both students the opportunity to better understand the material being studied. While low-achieving students may receive moderate benefits from peer tutoring, effects for students specifically identified with LD may be less noticeable unless care is taken to pair these students with a more proficient peer who can model and guide learning objectives (Kunsch, Jitendra, & Sood, 2007).
How does the intervention align with the Common Core State Standards?	**Interactive Read Aloud** - Reading aloud is a potent tool that needs to be taken seriously. For young students to build content knowledge, as required by the standards, they will need to hear texts read aloud because the texts they can read for themselves in early grades rarely contain as much content as books they can listen to and comprehend. Read alouds provides questions that targets key ideas and details in the text. Teachers can help students cite textual details in the text. Comprehension features can be developed. Vocabulary is introduced. *CCSS Key Ideas and Details* **Increase Academic Vocabulary -** In *Wordly Wise* students learn academic vocabulary in the context of nonfiction passages covering a variety of grade-appropriate topics from literature, the sciences, social studies, and cultural literacy. Students interact with the words in a variety	**Develop automaticy with Math Facts-** In line with this research, the Common Core State Standards (CCSS) for Mathematics specify that students must be fluent with mathematical facts in all four operations by the end of grade 3. A CCSS curriculum guideline advises educators to devote significant classroom time to fluency development. **Use a problem solving approach to Math instruction -** Standards for Mathematical Practice » Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt

	of activities, all of which require a progressively deeper understanding of the words' meaning(s). As students' progress through the grades, these interactions become more sophisticated, requiring them to use word parts and roots (Greek and Latin) to figure out the meanings of words; find nuances and connotations; and write their own open-ended responses to comprehension questions after reading a passage. *CCSS Craft and Structure* **Implement Close Reading -** The Common Core State Standards (CCSS)for reading state that "all students must be able to comprehend texts of steadily increasing complexity as they progress through school," and studies of literacy point to the rising expectations for reading in both schooling and the workplace. Textual complexity is defined in the CCSS as a three-part entity. It includes quantitative dimensions such as word length or frequency, sentence length, and cohesion, all of which can be measured by computer software; qualitative dimensions such as levels of meaning, clarity of language, and knowledge demands, all of which require human readers; and reader-text variables such as reader motivation, knowledge, and experience, qualities best assessed by teachers. Close reading has been proposed as the way to help students become effective readers of complex texts, and it can be useful, especially when used alongside other approaches. Reading Instruction for All Students A Policy Research Brief produced by the National Council of Teachers of English publication of the James R. Squire Office of Policy Research **Implement a Writer's Process -** For each grade, Writer's Workshop series a grade-specific series of books supports Common Core aligned units of study have been written to support development in narrative, information and argument writing, and to support, students' abilities to be strategic, metacognitive writers who use particular processes to achieve particular purposes as writers. Within a grade and across grades, the books fit tongue and groove alongside each other, and together, they help students consolidate and use what they have learned to do so that they are able to meet and exceed grade level Common Core State Standards, to use writing as a tool for learning across the day, and to live richly literate lives. Hillocks, G., Jr 1986 *Research on Write Composition; New Directions for*	**Peer Assisted Learning Strategies**- Common core asks for students to work collaboratively to analyze high level mathematical problems**.** In order to truly make sense of our learning we benefit from talking about it to other people

	Teaching Urbana, IL: ERIC Clearinghouse on Reading and Communication skills. Hillocks, G., Jr. 1987. Synthesis of Research on Teaching Writing *Educational Leadership* 44:71-82 **Implement a Reader's Notebook –** Graham and Perin (Writing Next, 2007) empirical evidence which identifies specific writing practices that enhance student's' ability and 2010 Graham and Hebert Writing to Read meta-analysis Timothy Shanahan (2012) CCSS promote an integrated model of literacy. Students are asked to read and listen to text and respond critically through discussion and writing.	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Climate and Culture of Building and Classroom	Intervention to Meet Diverse Needs
Describe the priority problem using at least two data sources	There have been 119 suspensions this school year with 29 students being suspended. 7 students were suspended more than 2 times this year 43.3 % of students answered sometimes and 12.2% answered not very often when asked on the school climate survey if students care about each other at school. Two HIB cases have been confirmed as bullying.	According to MXWEB evaluation reports only 63% of teachers are differentiating instruction based on student need.
Describe the root causes of the problem	Children growing up in the inner city are at risk of academic underachievement (Brooks-Gunn, 1986), Juvenile delinquency (Berrueta-Clement, 1984), teenage pregnancy (Furstenberg, 1976), and other important negative outcomes, with profound consequences for themselves, those around them, and society. Outcomes such as these often reject failures of self-regulation, or self-discipline (Baumeister et al., 1994). Research has consistently shown that poor classroom management in urban school environments negatively impacts student. Teachers need training to	When teachers are not adequately prepared for urban education the lack cultural sensitivity and awareness, and the use of pedagogical methodologies that are not culturally congruent cause the majority of urban schools continue to face “savage inequalities” that impact learning and achievement (Kozol, 1991). When teachers teach students the same thing in the same way, usually the result is that some students “get it” and some don’t. To gain a better understanding of what differentiated instruction is teachers need training. Personalized learning emphasizes a shift from a single teacher delivering knowledge to his classroom of students to teachers as facilitators of learning. Through further differentiation of the teacher’s role while still adhering to the Common Core standards teachers have difficulty with this.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	All content areas	All content areas

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Name of scientifically research based intervention to address priority problems	**Implement a Character Education Program/Teaching Tolerance Program –** Work to promote character development, academic achievement and social emotional skills and reduce disruptive and problem behavior. Encourage students to feel good about themselves and think positive. Berkowitz, M., & M. Bier (2005) What Works in Character Education: A Research Driven Guide for Educators. Character Education Partnership . Benninga, J. et al. (2003) The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools. *Journal of Research in Character Education*, vol. 1, num. 1. **Increase teacher use of evidence based classroom management strategies -** Implement critical features of classroom management • Maximize structure (Predictable Routines, Design environment) • Post, teach, review, monitor, and reinforce expectations (Small number of positively stated rules, Teach rules in the context of routines, role play, provide opportunities for practice, provide students with visual prompts, use pre-corrections, verbal reminders, active supervision, move around, scan the room, interact with students , evaluate the effects of instruction, are the rules being followed? Where are the errors occurring? Analyze data. • Actively engage students in observable ways – (Provide lots of opportunity for response, engage students,) • Use a continuum of strategies to acknowledge appropriate behavior – (Specific and contingent praise, group contingencies behavior contracts, token economy) Evidence-based Practices in Classroom Management: Consideration for Research to Practice, Simonsen, B., Fairbanks,S., Briesch, A., Myers, D., Sugai, G., Education andc Treatment of Children Vol., 31, No.3 2008 Reducing Behavior Problems in the Elementary School Classroom September 2008 IES What Works Clearinghouse GUIDENCEE 2008-012U.S. DEPARTMENT OF EDUCATION	**Provide training for teachers**- on how to collect and interpret student data from STARS and Benchmarks to drive instructional practice. Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need . Implement RTA- Response to assessment Provide PLC on differentiated instruction. **Differentiate instruction**—including varying time, content, and degree of support and scaffolding—based on students' assessed skills. Use of essential skills to make sense of and understand key concepts and principles is the focus of learning Multi-option assignment are frequently used Time is used flexibly in accordance with student need Multiple materials are provided Multiple perspectives on ideas and events are routinely sought Students help other students and the teacher solve problems Students work with the teacher to establish both whole-class and individual goals Students are assessed in multiple ways

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

How does the intervention align with the Common Core State Standards?	One of the strengths of the Common Core Standards," says Dr. Leith, "is that the design can place students' education directly into their own hands. Giving students more control over what and how they learn empowers them, and makes them more eager to work." Social-emotional skills are implicitly embedded in the Standards The Common Core Standards for Mathematical Practice outline "processes and proficiencies" that math teachers should help students develop. These qualities, in particular, align well with social-emotional learning. Here are a couple examples: While not explicitly calling them "social-emotional skills", many of the Common Core Language Arts Standards give teachers the opportunity to incorporate mini-lessons on emotions, communication, relationships, and other social-emotional skills directly into their language arts curriculum. Here are a couple examples:	The Common Core State Standards for Mathematics require that "all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post school lives." CCSSsays. Educators and states can determine how goals of standards should be reached. Teachers use their professional judgment and experience to meet CCSS goals. Instruction should be differentiated when meeting standards for foundational skills. **With regard to complex text…** All students should have extensive opportunities to engage with grade-level text. Beware of too much scaffolding. Provide scaffolding, as needed, but also gradually remove supports. Instructional materials should offer advanced texts to provide opportunity to read beyond current grade levels

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	*Peer-Assisted Learning Strategies* is a supplemental peer-tutoring program in which student pairs perform activities in reading or math. During the 30-35 minute peer-tutoring sessions, students take turns acting as the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgment of student needs and abilities, and teachers reassign tutoring pairs regularly.	Special education teacher	Performance on STAR assessments and benchmark assessments	What Works Clearinghouse Students with Learning Disabilities June 2012 Peer-Assisted Learning Strategies According to research on grouping students, implementing small group differentiated instruction in the classroom leads to an increase in reading achievement (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996; Mathes & Fuchs, 1994; Moody,Vaughn, & Schumn, 1997).
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	*Peer Tutoring and*		STAR ELA and MATH scores.	What Works Clearinghouse

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
Math	ELLs	*Response Groups* aims to improve the language and achievement of English language learners by pairing or grouping students to work on a task. The students may be grouped by age or ability (English-only, bilingual, or limited English proficient) or the groups may be mixed. Peer tutoring typically consists of two students assuming the roles of tutor and tutee, or "coach and player" roles. Peer response groups give four or five students shared responsibility for a task.			English Language Learners July 9, 2007 Peer Tutoring and Response Groups According to research on grouping students, implementing small group differentiated instruction in the classroom leads to an increase in reading achievement (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996; Mathes & Fuchs, 1994; Moody,Vaughn, & Schumn, 1997).
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		1. Provide explicit vocabulary instruction. 2. Provide direct and explicit comprehension strategy instruction.	All Literacy Teachers RTI Teachers	STAR Reading Scores	Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices IES PRACTICE GUIDENCEE 2008-4027U.S. DEPARTMENT OF EDUCATION WHAT WORKS CLEARINGHOUSE Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		3.Provide opportunities for extended discussion of text meaning and interpretation. 4. Increase student motivation and engagement in literacy learning.			both basic skills and higher-level concepts (Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).
Math		Provide an incremental approach for instruction and assessment. Limit the amount of new math content delivered to students each day and allows time for daily practice. New concepts are introduced gradually and integrated with previously introduced content so that concepts are developed, reviewed, and practiced over time. Instruction is built around math conversations that engage students in learning, as well as	All Math Teachers RTI Teachers	Star Math Scores	WWC Intervention Report U.S. DEPARTMENT OF EDUCATION What Works Clearinghouse™ Elementary School Mathematics Updated May 2013 Saxon Math Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		continuous practice with hands-on activities, manipulatives, and paper-pencil methods.			

***Use an asterisk to denote new programs**.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Summer Program for students below STAR cut off PARCC After School	Federal Programs	STAR assessments	Summer School: Research-Based Recommendations for Policymakers by Harris Cooper, Ph.D. Black, A. R., Somers, M.-A., Doolittle, F., Unterman, R., and Grossman, J. B. (2009). The Evaluation of Enhanced Academic Instruction in After-School Programs: Final Report (NCEE 2009-4077). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Summer Program for students below STAR cut off RTI Tutoring Program PARCC After School	Federal Programs Principal	STAR assessments	Summer Summer School: Research-Based Recommendations for Policymakers by Harris Cooper, Ph.D.School: Research-Based Black, A. R., Somers, M.-A., Doolittle, F., Unterman, R., and Grossman, J. B. (2009). The Evaluation of Enhanced Academic Instruction in After-School Programs: Final Report (NCEE 2009-4077). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Summer Program for students below STAR cut off Response To Intervention Tutoring RTI Tutoring Program	Federal Programs Principal	STAR assessments	Summer Summer School: Research-Based Recommendations for Policymakers by Harris Cooper, Ph.D.School: Research-Based Evidence That Tutoring Works. Department of Education, Washington, DC. Planning and Evaluation Service.; Corporation for National Service, Washington, DC. 9p.; Prepared by the Office of the Deputy Secretary.
Math					

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		PARCC After School			

***Use an asterisk to denote new programs**.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Solid foundation of knowledge in the content the teacher's teach presented through active presentation in PLCs, workshops, autonomous research, curriculum meetings. Use of a coaching model to implement new skills	Principal	STAR Assessments Benchmark Assessments	Center for Public Education Black, A. R., Somers, M.-A., Doolittle, F., Unterman, R., and Grossman, J. B. (2009). The Evaluation of Enhanced Academic Instruction in After-School Programs: Final Report (NCEE 2009-4077). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Teaching The Teachers Effective Professional Development in an Era of High Stakes Accountability by Allison Gulamhussein National School Board Association Center for Public Education
Math	Students with Disabilities				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Reviewing the evidence on how teacher professional development affects student achievement Regional Educational Laboratory at Advanced Research IES
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Solid foundation of knowledge in the content the teacher's teach presented through active presentation in PLCs, workshops, autonomous research, curriculum meetings. Use of a coaching model to implement new skills	Principal	STAR Assessments Benchmark Assessments	Center for Public Education Teaching The Teachers Effective Professional Development in an Era of High Stakes Accountability by Allison Gulamhussein National School Board Association Center for Public Education Reviewing the evidence on how teacher professional development affects student achievement Regional Educational Laboratory at Advanced Research IESYoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of
Math	ELLs				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Solid foundation of knowledge in the content the teacher's teach presented through active presentation in PLCs, workshops, autonomous research, curriculum meetings. Use of a coaching model to implement new skills	Principal	STAR Assessments Benchmark Assessments	Center for Public Education Teaching The Teachers Effective Professional Development in an Era of High Stakes Accountability by Allison Gulamhussein National School Board Association Center for Public Education Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs Reviewing the evidence on how teacher professional development affects student
Math					

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					achievement Regional Educational Laboratory at Advanced Research IES

***Use an asterisk to denote new programs**.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. **Who will be responsible for evaluating the schoolwide program for 2015-2016?** Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The schoolwide program will be evaluated internally by the SCIP team mid year and end of year.
2. **What barriers or challenges does the school anticipate during the implementation process?** ? Challenges anticipated being faced by the school is a large number of students performing poorly on achievement tests and not performing at grade level, as well as high rates of special education classification. Given the sociodemographic backgrounds of the urban school population, students attending urban schools enter at varied levels of academic readiness and oftentimes with particular stressors that challenge students' ability to perform at high levels. The school is bombarded with so many district instructional initiatives and approaches

that we can become fragmented, or they can indeed contradict one another. Moreover, the professional development used by the district to launch these initiatives and support teachers' continued learning is too frequently ineffective.

3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** We will obtain the necessary buy-in from all stakeholders in the following ways:

   1. Lay out the vision.
   Clearly state what is changing and why. Show staff where we are today and where we intend to be tomorrow. Show them why this matters to the school, and how it will positively impact their careers and how we plan to measure success.
   2. Personalize tasks.
   Make sure the tasks assigned to each person play to their strengths. When people are set up for success, they are more motivated to achieve. Be clear with each person about how their work is vital to the outcome. Then set measurable goals and let them know how they will be held accountable. If appropriate, let the individuals take part in defining the work they will be undertaking.
   3. Follow up.
   Stay connected to ensure that everyone is clear about the mission that they are working toward. Keep an open-door policy as much as possible. It's important that staff lets you know when challenges arise. Let everyone know that I are empathetic to their concerns and are willing to work with them to find solutions. Further, encourage staff to bring a solution with them when making you aware of a problem.
   4. Nip resistance in the bud.
   Be aggressive in addressing instances where resistance is evident. This will avoid small problems ballooning and unhappy staff members poisoning other staff members.
   5. Be prepared to change the change.
   Solicit the feedback of the staff, take the advice they give and adjust the game plan as necessary.

4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** The school will gauge the perceptions of staff through the use of a survey, meetings, and faculty discussions.

5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** The school will use the school climate and culture survey.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

6. **How will the school structure interventions?** ? Directive intervention will be structured according to the district directive with a 40 minute intervention period 4 times a week, and a week of intervention following the completion of every Unit of study following the benchmark test.

7. **How frequently will students receive instructional interventions?** Intervention will occur 4 out of 6 days for 40 minutes and a week following the completion of every unit. In addition RTI tutoring intervention will occur 2 days a week from November through May.
8. **What resources/technologies will the school use to support the schoolwide program?** Writers' Workshop, Character Education, Successmaker, Storytelling Arts, Study Island,
9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Scores on STAR testing, Benchmark Tests, and PARCC

10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?** ? Results will be disseminated through PTO, Staff meetings, Curriculum Meetings, Discussions, State Report card.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Common Core State Standards: Family Engagement for Students Success Program -Helping Children Learn Parents Tips families can use to help children do better in school -Newsletter distributed monthly	Principal Vice principal Supervisor Principal Vice Principal Supervisor	Attendance at Workshop Attendance at Program Program Agendas Program Evaluations Feedback from Parents	Education Leadership, "Closing in on Close Reading: Dec. 2012/Jan 2013, Vol. 70, Number 4, Pgs. 36-41 The Parent Institute
Math	Students with Disabilities	Parent Workshop on Problem Solving and Math Conduct a Supporting Common Core State Standards: Family Engagement for Students Success Program Engagement for Student Success program		Attendance at Workshops Attendance at Program Program Agendas Program Evaluations Feedback from Parents	What works clearinghouse, "*Improving Mathematical Problem Solving in Grades 4-8"* May 2002 NCEE 2012-4955 US DEPT of EDUCATION "*Spotlight: On Standards Common Core",* Education Northwest, March 2011
ELA	Homeless				

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Common Core State Standards: Family Engagement for Students Success Program -Helping Children Learn Parents Tips families can use to help children do better in school -Newsletter distributed monthly Parent Workshop on Problem Solving and Math Conduct a Supporting Common Core State Standards: Family Engagement for Students Success Program Engagement for Student Success program	Principal Vice principal Supervisor	Attendance at Workshop Attendance at Program Program Agendas Program Evaluations Feedback from Parents	Education Leadership, "Closing in on Close Reading: Dec. 2012/Jan 2013, Vol. 70, Number 4, Pgs. 36-41 The Parent Institute
Math	ELLs		Principal Vice Principal Supervisor	Attendance at Workshops Attendance at Program Program Agendas Program Evaluations Feedback from Parents	What works clearinghouse, "*Improving Mathematical Problem Solving in Grades 4-8"* May 2002 NCEE 2012-4955 US DEPT of EDUCATION "*Spotlight: On Standards Common Core",* Education Northwest, March 2011
ELA	Economically				

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
Math	Economically Disadvantaged				
ELA	Parents	Common Core State Standards: Family Engagement for Students Success Program -Helping Children Learn Parents Tips families can use to help children do better in school -Newsletter distributed monthly	Principal Vice principal Supervisor	Attendance at Workshop Attendance at Program Program Agendas Program Evaluations Feedback from Parents	Education Leadership, "Closing in on Close Reading: Dec. 2012/Jan 2013, Vol. 70, Number 4, Pgs. 36-41 The Parent Institute
Math	Parents	Parent Workshop on Problem Solving and Math Conduct a Supporting Common Core State Standards: Family Engagement for Students Success Program Engagement for Student Success program	Principal Vice Principal Supervisor	Attendance at Workshops Attendance at Program Program Agendas Program Evaluations Feedback from Parents	What works clearinghouse, "*Improving Mathematical Problem Solving in Grades 4-8"* May 2002 NCEE 2012-4955 US DEPT of EDUCATION "*Spotlight: On Standards Common Core",* Education Northwest, March 2011

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

comprehensive needs assessment?

The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams, In addition, the department will provide parental coordinators, home school liaisons, to help parents resolve issues relating to student achievement as well as maintaining a working relationship with the school community. The goal is to help parents which will optimally improve student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents will be engaged in the development of their parent involvement policy via school based PTO's, District –Wide PTO's Leadership activities and School- based Action Teams

3. How will the school distribute its written parent involvement policy?

The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/or main office. The districts connect- ed is also available to keep parents/guardians.

4. How will the school engage parents in the development of the school-parent compact?

Parents will engage in the development of the school-parent compact through involvement in their school=based PTO and school based Action Team.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents will receive a copy of their school-parent compact as part of the Welcome Back to School packet and the school-compact will be available in the school's parent center/and or main office.

6. How will the school report its student achievement data to families and the community?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

The school will report its student achievement data to families and the community through report card meetings, PTO meetingsm communication forms, and on the district website.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

The school will notify families through letters.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The school will inform families and the community through meetings and the PTO.

9. How will the school involve families and the community in the development of the Title I School wide Plan?

The district will involve families and the community in the development of the Tittle school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders.

10. How will the school inform families about the academic achievement of their child/children?

The school will inform families about the academic achievement of their child/children through quarterly report card meetings, monthly grade reports, and frequent communication between parents and teachers.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Strategies will be driven by School-based action team activities that are developed in conjunction with parents, community stakeholders, and school-based staff. In addition, when possible, exposure activities for parents as local Family College Tours. The school will continue to support access to parent education programs via the district's Parent University programs, School=based Parent and Teacher organizations and district-wide parent recognition programs.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	48 out of 49 98%	To retain HQ staff it is important to train them. ***Training*** employees reinforces their sense of value. ***Mentoring.*** A mentoring program integrated with a goal-oriented feedback system provides a structured mechanism for developing strong relationships within an organization and is a solid foundation for employee retention and growth. ***Instill a positive culture.*** Establish a series of values as the basis for culture such as honesty, excellence, attitude, respect, and teamwork .***Use communication to build credibility.*** Communication is central to building and maintaining credibility. ***Show appreciation Coaching/feedback.*** Provide feedback and coaching to employees so that their efforts stay aligned with the goals of the school and meet expectations. ***Make staff feel valued.*** Employees will go the extra mile if they feel responsible for the results of their work,
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	1 2%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	10 out of 10	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0%	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Instill a positive culture. Establish a series of values as the basis for culture such as honesty, excellence, attitude, respect, and teamwork .***Use communication to build credibility.*** Communication is central to building and maintaining credibility. ***Show appreciation***	**Principal**